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AUTHOR	Parikh, Arvind Kumar M.
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ABSTRACT

An inservice teacher education project was designed to create a cadre of leaders able to initiate and support effective instructional media programs. Twenty secondary teachers from the New Orleans public and parochial school systems participated; there were 14 black teachers and six white, nine males and 11 females. Participants attended a six-week summer institute to receive intensive training in the utilization, production management of instructional media. The curriculum included learning and communication theories, the systems approach to teaching, the use of behavioral objectives, the care and use of audiovisual (AV) equipment, the production of AV materials, and the use of photography and television. Four-hour follow-up sessions were held each Saturday throughout the year. Evaluation indicated that the participants learned to operate AV equipment and acquired production techniques; they also developed positive attitudes toward the use of instructional media and served as leaders for media development programs in their respective schools. (PB)

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FINAL REPORT
ON THE INSTITUTE
FOR PREPARING MEDIA SPECIALISTS
FOR LOCAL HIGH SCHOOLS
1972

DILLARD UNIVERSITY

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REPORT ON THE INSTITUTE FOR PREPARING MEDIA SPECIALISTS FOR LOCAL HIGH SCHOOLS 1972

Dillard University

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Submitted by

Arvind Kumar M. Parikh

Project Director

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I. INTRODUCTION

This major urban community is served by two large school systems that seek to educate and to train children - the Orleans Parish Public School System and the Roman Catholic Archdiocesan Schools. The former school system operates 146 schools and institutional classes; the latter, 56 schools in Orleans Parish. There are 40 secondary schools in the public school system, a total of 42,926 children. In the archdiocesan system there are 19 secondary schools housing a total of 11,420 children.

Although most of these schools have been provided somewhat adequately with audio-visual equipment; although there is a central collection of non-print instructional material available to teachers of both systems; although funding has been provided for the addition of various types of audio-visual media and materials to the library resources of the individual schools, too often neither the equipment nor the material is used adequately and/or efficiently because the teachers in many schools do not know how to take a mediated approach to teaching in spite of numerous but all too brief "workshops." Since the State Department of Education does not require even minimal preparation in educational media, the local universities, where most of the teachers receive

their professional education, provide little or no instruction in audio-visual techniques and/or methods. Dillard University, offering a formal organized course program is the exception.

It has been demonstrated that learning opportunities for the disadvantaged can be improved greatly through more effective and innovative use of educational media, and because the children of this major port city are from multi-ethnic and multi-cultural backgrounds, it is vitally important that the teachers who work with these children be capable of using visual and auditory devices that will provide, vicariously at least, the experiences these children need in order to learn the skills and concepts they must have to function efficiently in today's world.

The teachers, therefore, have critical need to be made aware of and to be trained in some of the very basic techniques required for selection, production, and utilization of instructional materials.

Although the New Orleans Public School System has, as part of the Division of Instruction, an active Audio-Visual Education Department, only three members of a staff of 14, are professionally trained. Of these three, only one is professionally competent in the media field.

No one in the Archdiocesan School System provides professional leadership in media.

In most schools it is the Principal who assigns to a faculty member the leadership role in carrying out an audio-visual program within the individual school. Much too often the "pecking-order" prevails here rather than either the competency or the interest of the person assigned. The same is true when the school librarian must assume the responsibility usually associated with the school's media program as well as for the traditional library program.

The need for a program specifically designed to create a cadre of leaders able to initiate and support the instructional program with an efficient media program within the individual school was obvious.

II. OBJECTIVES

The primary purpose of the Media Institute was to improve opportunities for quality instruction and learning in individual high schools by providing the schools with Media Specialists who could organize and administer media programs, and provide leadership in media utilization in the schools to which they were assigned.

The Primary goals included:

1) Providing information regarding the management, development and utilization of media in instruction.
2) Providing information for developing techniques

of producing instructional materials.

3) Providing information for developing skills for operating and maintaining audio-visual equipment.

4) Providing information and skills to be used in planning, establishing and maintaining the organizational structures necessary to support activities required in the operation and management of school building media services.

5) Providing skills in designing instructional sequences aimed at achieving specified behavioral objectives.

6) Providing information for developing procedures and techniques for conducting formal and informal media workshops for teachers.

7) Providing skills in utilizing instructional television in the classroom.

8) Providing information about materials, methods and procedures for individualizing instruction.

III. PLANNING

Certain administrative problems presented themselves immediately. Two school systems were involved and double lines of communication had to be opened.

Since the program was designed for those who were already teachers, arrangements had to be made with Loyola University

so that graduate level credit could be earned. Dillard University does not have graduate school.

Both the public and parochial school systems require set formal pattern for the dissemination of information to teachers through their Principals and these had to be learned and used, and some of their faults compensated for.

Plans had to be made so that teaching and working spaces could be provided and equipment and materials be made available.

Selection procedures had to be set up with care to assure the continuing effectiveness of the program. Actual teaching strategies had to be planned in advance so that each staff member would be working in the area of his greatest expertise.

All planning was group planning among representatives of the two universities and the two school systems. This gave the directive personnel of the Institute an opportunity to profit from the expertise and experience of a number of successful, professional individuals.

IV. THE PEOPLE

A. Selection Procedures

1. A special application form was constructed so that the directive personnel of the Institute have some special information about each applicant.

2. A selection committee was formed consisting of individuals from the two universities and the two school systems.
3. Principals were asked for the assurance that the participant would be used as an instructional leader in media in the school during the forthcoming school year.
4. When a choice had to be made between two applicants, equally qualified, the teacher selected was one whose assignment was in a Title I school, since it was felt that the first aim should be toward these target areas.

B. The Participants

Twenty participants from twenty schools were selected out of which fifteen came from Public schools and five came from Catholic schools. Racial composition showed fourteen Blacks and six Whites. Sexwise there were nine males and eleven females.

1. The participants during the school year work with students whose grade placement is as low as the sixth grade in the middle school, and as high as twelfth grade in the senior high school.
2. One participant works in a school-without-walls organization with an individualized program geared to the needs of potential high school drop-outs.

Another is in a Community School program where an attempt to meet the instructional needs of the adults of a church parish will be made as well as those of the children.

3. Two are librarians - one a woman, a member of an all male faculty, in a highly traditional, very selective Catholic boy's school where the academic standards of work are extremely high; the other a member of the staff of a very large, long existing, Junior High in an impacted Black neighborhood.
4. No school represented has a totally white population. Only one school is segregated by sex; two are schools where high academic standards prevail and of these one is a public school designed, long ago, to prepare the very capable Negro child for leadership. With the opening of a new spacious building for this school in Septenber, the program will be expanded to accomodate and meet the needs of many more youngsters.
5. Each participant brings a wide breadth of interest and experiences to the Institute. One member, born a Panamanian, was a member of Panama's Olympic team. Another member, in addition to his teacher training, has an M. A. degree in anthropology; still another, an accomplished pianist, was an army wife and is world traveled. Still another worked in recreation programs in both Japan and India.

C. The Staff

1. The full time staff consisted of the Director, the Associate Director, one full time professional staff member, two full time laboratory assistants, a secretary, and a part time clerk. Additionally, the instructional staff was supplemented weekly by professional consultants whose expertise in their fields of specialization contributed to the effectiveness of the program.

V. THE PROGRAM

The Institute was conducted in two phases: Phase 1 began on June 5, 1972, and lasted for six weeks; During the Phase 2 the participants met for half a day every Saturday.

A. Phase one

For the six weeks summer term the program included intensive training in various aspects of the utilization, production, and management of media as an instructional tool.

The curriculum included:

1. learning and communication Theories
2. Systems approach to teaching
3. The care and use of audio-visual equipment
4. Production and use of audio-visual materials
5. The IMC concept

6. Photography
7. Television

Participants, using behavioral objectives and the systems approach; prepared a unit of work for their own teaching assignment, and a design for a media program in their own schools, as well.

Emphasis was placed on various aspects of media, and expertise and recognized authorities in each area were provided in appropriate sessions.

FIRST WEEK

Morning Sessions

1. Orientation and overview of areas of instructional concentration
2. Learning Theories and Media
3. Communication Theories and Media

Dr. Earl Larre' - Chairman, Department of Psychology, Saint Mary's Dominican College, New Orleans.

Afternoon Sessions

1. Hands-on experiences with equipment
2. Production techniques - Flat Pictures

SECOND WEEK

Morning Sessions

1. Disadvantaged Youth and Media

   Dr. Harry Johnson - Virginia State College

2. Systems Approach to Teaching

   Dr. Paul Witt - Instructional Development Division, Instructional Media Center Michigan State University

THIRD WEEK

Morning Sessions

1. Film and projected material
2. The IMC Concept

   Mrs. Karen Harris - Library Section Department of Education, Louisiana State University at New Orleans

3. Photography

   Mrs. Jeanette Barnes, Director Media Center, Delgado Junior College, New Orleans

Afternoon Sessions

Laboratory - Practicum

FOURTH WEEK

Morning and Afternoon Sessions

1. Media in the School Building

Dr. Robert de Kieffer - Bureau of
AV Instruction, Professor of
Education, University of Colorado

2. Practicuum

FIFTH WEEK

Morning Session

and

Afternoon Session

Television in Instruction - Practicuum

SIXTH WEEK

Morning Session

1. Individualization of Instruction

Dr. Kenneth Fishell, Associate Dean,
College of Education, University
of Vermont

2. Creativity in Teaching

Dr. Malcolm F. Rosenberg, Jr. Assistant
Superintendent for Instruction
New Orleans Public Schools

3. Programmed Instruction

Afternoon Sessions

Conferences on projects, Evaluation, discussion, etc.

Because the human element is a most important part of, any Institute, a coffee party, a very pleasant evening party,

and a gala dinner were planned and carried through by the participants. A coffee nook was set up where, during the break the participants and staff held informal discussions. A separate room was set up as equipment laboratory where the participants taught themselves and helped others to learn operation of equipment. Preview facilities were provided where the participants previewed a lot of films in various subject areas. The films were provided by the Orleans Parish Public Schools film library with no charge to the Institute. A production laboratory was set up in a large room which was available to the participants at all times. The laboratory was equipped with dry-mount press, theremofax copier, slide makers and other equipment and a variety of materials and tools necessary for production of slides, overhead transparencies, bulletin board material etc. Desides a small library of books, and periodicals were made available to the participants.

B. Phase two:

The second phase of the Institute began August 19, 1972. Thereafter, the participants met every Saturday for four hours.

The participants had surveyed situation related to media utilization in their schools, and had developed a design for Media Program. During the second phase they were to implement this design.

In order to help the participants a conference of principals of the involved schools and supervisors was called in September. At this Conference, they were told what went into the training of the Media Specialists and what was expected of them in order to achieve objectives set by the Institute. The Assistant Superintendent of the Orleans Parish Public Schools addressed the Conference and praised the work done by the Institute. The Conferees visited the exhibition of instructional materials produced by the participants during the summer session.

At the Saturday Seminars, the participants shared experiences, discussed problems, listened to experts and planned strategies to involve fellow teachers and administrators in the media program. They also produced some materials for use in workshops in their schools.

One problem that arose after Phase I of the Institute, was a complete reassignment of all teachers throughout the public school system to maintain a 20 to one pupil ratio and 60-40% ratio by race. Principals were changed as well. As a result three of the participants are in new assignment and are not serving as school building coordinators. One has a new principal who has not thought it wise to appoint a female specialist to head the media program. One participant has been promoted to administrative assistant to his principal. Each,

however, is working to acquaint his colleagues with the efficacy of media as a teaching tool through example and indoctrination, and is managing media effectively.

The Director and the Associate Director have visited the schools in which the participants are working and have been impressed with the steady growth that is taking place as evidenced by the good changes that are being made and by the increase in the amount and kind of media utilization in those schools.

Both Director and Associate were invited to serve as consultants and feature speakers at pre-school workshops arranged for and guided by Institute participants in their individual schools. Additionally, both Director and Associate Director have been invited to work with faculties of schools from which no individual has had the opportunity to participate in an institute. Interest in further institutes is marked.

VI. RESULTS

The main objectives of the first phase of the Institute were to equip the participants with skills and knowledge pertaining to the media and assist them in developing a design for the media program in their schools. These objectives were achieved to a great extent. All of them learned to operate all of the audiovisual equipment available at the Institute. They also learned techniques of production of a variety of materials.

A paper and pencil test dealing with various aspects of the media field was given on the first day. The same test was included as a part of the post-test. The scores of the two tests are compared in the Figure 1. Statistical results are given in Table 1. Looking at the results, one may confidently say that the participants made a significant gain in the cognitive area.

	N	Mean Score	Standard Deviation	t	p
Pretest	20	12.55	4.38	7.46	0.01
Post-test	20	21.65	3.24		

Table 1. Pretest and Post-test results: significant at .01 level.

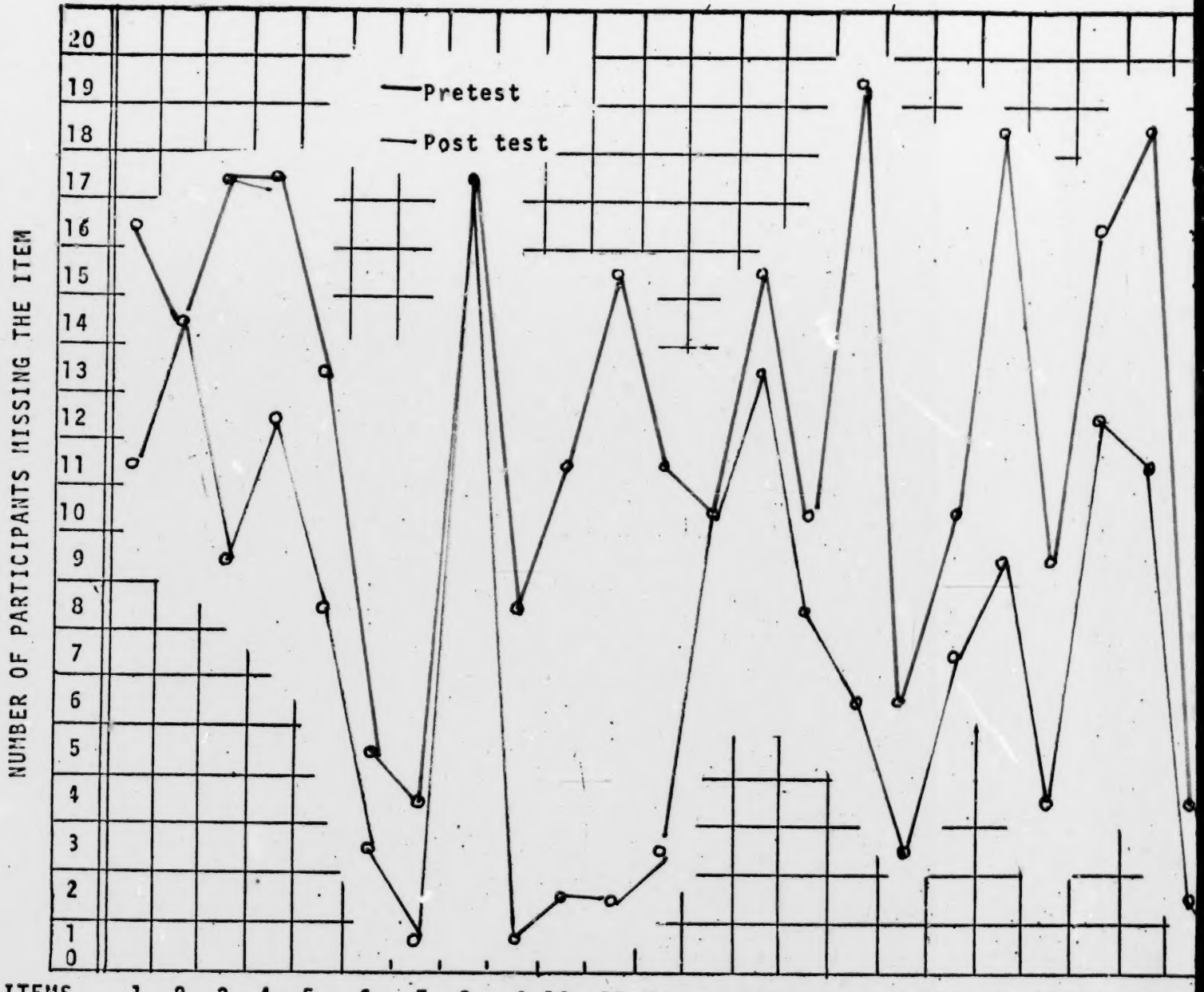
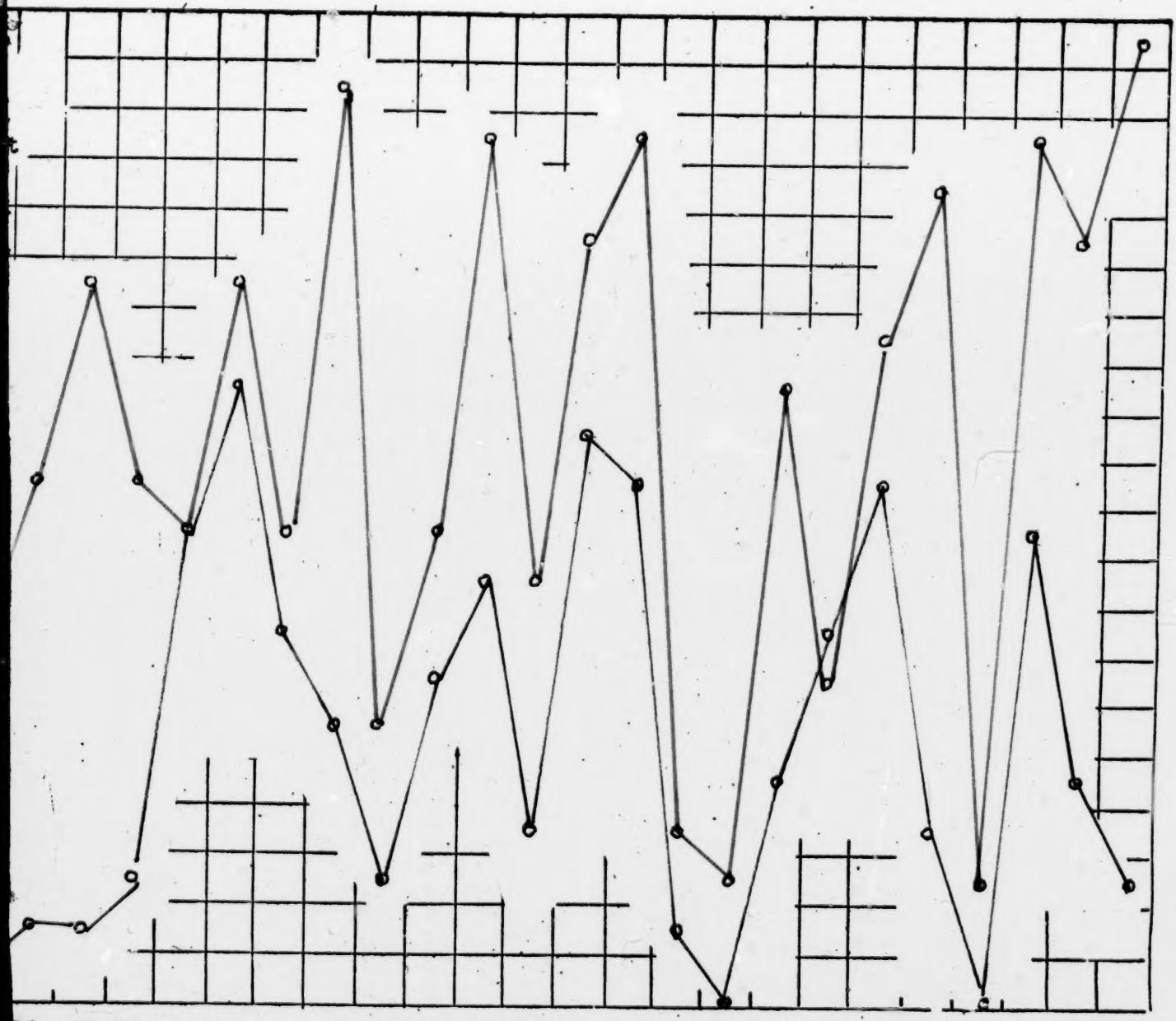


Figure 1. Results of Pre and Post-Test by Item



ure 1. Results of Pre and Post-Test by item

It was expected that the participants would acquire strong positive attitude toward instructional media. This was achieved as reported under PERCEPTIONS.

As the participants completed all the assignments and passed the tests, they earned nine hours of graduate credit in media from Loyola University.

The success of the Institute was quite evident during the second phase. During this phase participants went to work as media leaders in their schools. They held inservice workshops, invited experts, advised the administrators and involved students in using and producing audio visual materials.

Some of them produced slide sets for use in their own classrooms.

A number of them decided to continue graduate work in media.

One of the results expected from this Project was greater utilization of media in the schools where the participants provided the leadership. Participants have reported a substantial increase in the use of instructional material and equipment that laready existed in the schools. However, objective measure of this increase had to come from other source. The Orleans Parish School System operates a film library which loans films to public as well as private schools. Statistics on the film utilization during the second phase,

September 1972 through December 1972, and during a comparable period in 1971 were collected. (Table 2.) These statistics reveal an increase of 10% in films ordered and 14.46% in films used in public schools. Increase in Project Schools, however, were 40.23% and 41.19% respectively. For five parochial schools the increase was 1.70% in films ordered and 22.70% in films used. The results were very significant and reflected the success of the Institute.

On the whole this was a successful program and accomplished the stated objectives. Perhaps the most valuable result, however, was the change in attitude of teachers who participated; their interest and eagerness to use new strategies, skills and techniques for the improvement of instruction; and the warm sense of community and sharing that developed among the entire group. The impact of this institute will be felt in this school system for some time to come.

		Sept.- Dec. 1971	Sept.- Dec. 1972	Amount Increase	Per Cent Increase
All Public Schools	Ordered	162.55*	178.81	16.26	10.00%
	Received	103.58	118.56	14.98	14.46%
Public Schools Involved in the Project	Ordered	125.47	175.00	50.47	40.23%
	Received	84.00	119.40	34.60	41.19%
Catholic Schools Involved in the Project	Ordered	39.33	40.00	00.67	1.70%
	Received	22.00	27.00	5.00	22.70%

* Average number of Films per School.

Table 2. Comparison of Film order and utilization in Public and Project Schools during the Phase Two.

Evaluationary Remarks From Consultants

"Please accept my congratulations on a well planned Institute and a choice of very fine participants."

-Dr. Harry A. Johnson

"As a group, the participants were an attentive and responsive group. I think that some of the individuals in the group are really quite able and obviously dedicated to their students, schools and profession.

- You have an able and responsible staff.

- Physical arrangements for the institute seem rather good. I think some of your equipment needs service.

- Your proposal is a good one and I suspect your program will reflect it. From what little I could learn, I believe you have planned well for the education of your participants."

- Dr. Paul W. F. Witt

"From all my contacts with the students, they seemed to be quite pleased with the work they are doing and gaining a great deal of information. You should be highly commended for running an outstanding operation."

- Dr. Robert de Kieffer

VII. PERCEPTIONS

The comments of the Participants provided insights for evaluation of the Institute. They included the following:

". . . . The Institute has made me more media-conscious than I was before and has made me aware of at least two related innovations of which I was almost completely unaware--the systems approach and behavioral objectives. I had heard of systems theory in connection with communication/linguistics and I was vaguely aware of what behavioral objectives were, but I had not really thought before of using them in class."

". . . . The Media Institute at Dillard to date has changed my attitude toward the use of media by the teachers with whom I work. I am now able to give more concrete advice about the use of the AV Equipment than before. Instead of issuing machines and materials to teachers, I can also submit better plans for instructional purpose."

". . . . Personally, I am confident that this training gives me the impetus to conduct a good program and give valuable services in this business of learning, education and change in behavior patterns."

". . . . I am fully aware of the problems facing educators and am more than happy to know that somebody is trying to do something about it."

". . . . Through the Media Institute I have become aware of a different method of teaching. A more systematic approach, using audio-visual materials will enable me to be more effective in the classroom, to individualize instruction, working with groups of various sizes, and by implementing the use of machines in the curriculum, bring to the classroom, a device whereas those who have difficulty in understanding verbal text, will acquire an interest in experiences."

". . . . This method of instruction is limited only to the machine used and the imagination of the teacher."

". . . . The Institute has introduced me to many new and interesting teaching techniques. Everyday has added a new idea and I can't wait to implement them during the school year."

". . . . I think all of the projects have been worthwhile and rewarding and in the meantime, a lot of fun. I've really enjoyed all of our lecturers and have learned something from each of them. Time has passed quickly which is proof enough of how busy we are and the interest involved."

". . . . I have decided that my new "soapbox" for this coming school year will be use of media."

". . . . All in all this was a great institute and I am twice the teacher I was."

". . . . The Institute introduced me to Systems theory behavioral objectives and Blum's Taxonomy - the three most exciting ideas that I have found in education theory thus far . . . The Institute has given a new direction to my professional life."

". . . . I have been successful this school year as Media Specialist in my school . . . . My faculty is very media conscious as well as my principal . . . I have been able to help the teachers use the equipment confidently and plan better with the use of media. I don't have a teacher who has not used at least one piece of equipment every week."

". . . . (In my school) It has been exciting first semester for everyone involved with media. Teachers are interested in planning units with media as an integral part. Students are willing to learn now that it can be interesting and fun.

Students are coming up to me in the halls asking to produce a film on inorganic and organic matter. The Math Science Resource teacher is interested in making an eight millimeter loop film on the parts of a frog. Everyone is really being turned on by media.

". . . . The Institute has shown me how much in the field of education - learning, motivation, the principles involved, and the possibilities that are available - I have not been aware of. Audiovisual has come to mean, to me, a wide, wide range of materials, and its accompanying equipment. The plan to incorporate the audiovisual material and equipment into the learning process, to which every student is exposed, is a fascinating challenge, which I am very anxious to accept. I want to carry this attitude and knowledge back to my school and present as much of it to as many people as I can."

". . . . This Institute has been very helpful to me as a teacher. It has made me become aware of the many types of visual and auditory materials that should be used in daily classroom situations to best obtain the objectives. I feel that I will now be able to help many of the teachers in my school to use these media to become more efficient and to get better behavioral objectives. I am very grateful for the experience of making many inexpensive materials and hope to put all of this to good use this coming year."

.. . . . The Media Institute has motivated me to really get involved as I have never been before. I am learning the value of and the necessity for a new involvement of teachers in media. I have learned about processes that I had never

known about prior to the Media Institute. The things I have learned here I hope to relate to all my students and hopefully to all of the faculty at L. B. Landry High School. I have a new knowledge of machines, of what to buy, what funds are available to purchase machines and materials, and how to incorporate all of this into the school plan at L. B. Landry."

". . . . At this point I am convinced there is so very very much I don't know. However I am impressed with what I have been exposed to in the literature and particularly the contact with resource personnel."

". . . . The Media Institute has been rewarding to date information-wise as well as socially. I have learned many new things from the institute personnel as well as from the visiting professors. I have enjoyed being with the group."

". . . . There were no classes at Southern University dealing with film projector or what have you. But coming to this Institute and following the given instruction I will be able to set up a program for the first year teachers in teaching in E. H. Phillips Jr. High."

". . . . I know now how much I do not know. Perhaps, I can interest others (by my enthusiasm) to learn with me."

RECOMMENDATIONS

A primary recommendation is to have more time for publicity and scrutinizing applications so that more promising teachers may apply and get selected. If the Institute is funded again next year, this will be taken into consideration.

As the result of outside evaluation made by the consultants, Dr. Paul Witt in particular, more audiovisual equipment which are in good condition should be used.

It has been felt that services of high quality consultants over a long period of time, including consultation during the planning period is most desirable in shaping the approaches related to specific objectives.

Judging the results of evaluations--internal and outside --it is strongly recommended that similar institutes should be funded to cover the rest of the junior and senior high schools in the area and later on to cover the elementary schools. This has been the first institute of its kind in this part of the country and it fulfills a dire need.

Finally from this Summer's experience it has been felt that more assistant personnel are needed to carry out day-to-day chores.

APPENDIX A

WHY AM I HERE?

At the outset, the participants were asked what were the reasons for enrolling in this Project. The answers were classified and tabulated as follows:

Reason	Number of Participants Answering
To learn operation and handling of audiovisual machines	10
To gain expertise in presenting and teaching with media	10
To learn to make minor repairs to A-V machines	7
To gain ideas for motivating teachers to use media	6
To learn how to design a media program including purchasing and storage	6
To gain knowledge of advantages and limitations of various types of materials	5
To gain skills in production of instructional materials	3
To learn use of television in instruction	1
To develop the IMC concept	1
To learn "what is happening in media and how I can use what's happening to rattle my own and my colleagues' complacent cages"	1
To learn how to set up a program for first year teachers	1
To learn film making techniques, including splicing, editing, lighting and writing a script	1

Some typical and unusual answers are quoted below:

". . . . At McDonogh 28 Junior High, we have many more machines and kinds of media than are being utilized by teachers. Possibly, this is because the teachers are not familiar with the operation and use of the equipment. As Assistant Principal in charge of discipline, I can see a definite need for more varied and stimulating lessons. A-V Media can meet this challenge."

". . . . I would like to be able to teach others to use this equipment in an effective manner. I would also like to be able to suggest the best means of presenting this material or the best medium to get the message over. I would like to review the advantages and limitations of various types of materials so as to be able to suggest the best medium to meet the needs of an individual or a class."

". . . . I would like to learn the correct means of using the equipment in order to prevent most breakage."

". . . . I feel that the training and knowledge obtained will enable me to successfully clear the doubts and fears teachers have conjured up about the use of audio-visual aids, equipment and/or materials."

". . . . I have to get many different ideas for the use of A-V material for the teachers at Landry. Not much of the material is used. I want to get some more reasons for the use of A-V material."

". . . . We do not wish to be a textbook oriented school that makes use of films only. Our school is a new concept in education and we should be familiar with as many innovative instructive materials as possible. I want to be able to bring these ideas back to Livingston."

". . . . I would like to feel knowledgeable and efficient in this area. This might help me to motivate other teachers from my school to take an interest in the use of AV materials."

". . . . I am very interested in this field because I see the amount of opportunity and the scope of its broadness. I see a chance to become creative and an opportunity to help others become creative also."

". . . . I have been increasingly disturbed by the fact that, while constantly accelerating change seems to be occurring among social groups, in life styles, in technology, and among students; teachers seem to be still trying to operate from premises based on a kind of "Business as Usual" thinking. It is with so many of us, as if the twentieth century hadn't happened."

APPENDIX B

BROCHURE ANNOUNCING THE INSTITUTE

LETTER TO THE PRINCIPALS OF LOCAL HIGH SCHOOLS

INSTITUTE

FOR PREPARING
MEDIA SPECIALISTS

FOR LOCAL HIGH SCHOOLS

DILLARD
UNIVERSITY

1972

EDPA INSTITUTE FOR PREPARING MEDIA SPECIALISTS IN HIGH S

PURPOSE

The purpose of the Institute is to prepare a corps of media specialists who are or who will be responsible for coordinating media programs in Junior and Senior high schools in the New Orleans area.

SPONSORS

The Institute is sponsored by Dillard University in cooperation with Loyola University, New Orleans Public schools, The Catholic Archdiocese of New Orleans, and The National Center for Educational Technology, Media Specialists Program, Office of Education, under the Educational Professions Development Act, Part D.

PROGRAM

Intensive training in production, selection, utilization and evaluation of instructional media and in organization and management of media programs at the building level will be provided. Each participant will develop and implement a design for a program for his own school. Instructional Television, Systems Approach and role of media in the overall educational program will also be stressed.

DURATION

Session I: Summer 1972 - June 5, to July 14.

Session II: Saturdays - August 19, 1972 to December 16, 1972.

PARTICIPANTS ARE REQUIRED TO ATTEND BOTH THE SESSIONS.

GRADUATE CREDIT

Six hours of graduate credit in Education during Summer and three hours credit in the Fall may be earned by Institute participants. No tuition fee will be charged.

STIPENDS AND ALLOWANCES

Stipends up to $780.00 will be granted to the participants who meet attendance requirements. There will be no dependency allowance.

CRITERIA FOR ELIGIBILITY

(1) The applicant must be currently engaged in public or Catholic Archdiocesan schools in the Orleans Parish;

(2) The applicant must have at least three years of teaching or directly related experience;

(3) The applicant must have a Bachelor's degree or its equivalent;

(4) he applicant must have written assurance from the principal of his school that he will be responsible for the media program in his school during the school year following the Institute;

(5) The applicant must be able to devote full time to study and to participation in the activities of the Institute during the six weeks of the Summer session and on Saturdays during the Fall session;

(6) Preferential consideration will be given to

a. applicants from schools with a large number of the minority and/or of disadvantaged youth;

b. applicants from schools in the inner city;

c. applicants with minimal or no training in audiovisual media.

NOTE: Participants shall be selected soley on the basis of their ability to benefit from the program of the Institute and their capacity to develop professionally *without regard to race, creed, color, sex or national origin.*

STAFF AND CONSU

Dr. Arvind Kumar
Institute, Associate P
Dillard University

Miss Margret Hyn
Visual Education secti
Schools System

Mr. Allan T. Jacobs,
of Communications,
Orleans

Dr. Paul F. W. Witt,
Michigan State Uni
Michigan

Dr. Earl Larre, Pr
Saint Mary's Dominica

Dr. Harry A. Johns
tion and Director of
ter, Virginia State Colle

Dr. Robert E. de K
cation and Director
Instruction, University
Colorado

Dr. Kenneth Fishel
tion and Associate De
mont, Burlington, Ver

Mrs. Jeannet Barnes
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Mrs. Karen Harris,
Education, Louisiana S
Orleans, New Orleans

APPLICATION FORM

Application forms are
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TUTE FOR PREPARING MEDIA SPECIALISTS IN HIGH SCHOOLS

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STIPENDS AND ALLOWANCES

Stipends up to $780.00 will be granted to the participants who meet attendance requirements. There will be no dependency allowance.

CRITERIA FOR ELIGIBILITY

(1) The applicant must be currently engaged in public or Catholic Archdiocesan schools in the Orleans Parish;

(2) The applicant must have at least three years of teaching or directly related experience;

(3) The applicant must have a Bachelor's degree or its equivalent;

(4) The applicant must have written assurance from the principal of his school that he will be responsible for the media program in his school during the school year following the Institute;

(5) The applicant must be able to devote full time to study and to participation in the activities of the Institute during the six weeks of the Summer session and on Saturdays during the Fall session;

(6) Preferential consideration will be given to
   a. applicants from schools with a large number of the minority and/or of disadvantaged youth;
   b. applicants from schools in the inner city;
   c. applicants with minimal or no training in audiovisual media.

NOTE: Participants shall be selected soley on the basis of their ability to benefit from the program of the Institute and their capacity to develop professionally *without regard to race, creed, color, sex or national origin.*

STAFF AND CONSULTANTS

Dr. Arvind Kumar M. Parikh, Director of Institute, Associate Professor of Education, Dillard University

Miss Margret Hymel, Supervisor, Audio-Visual Education section, New Orleans Public Schools System

Mr. Allan T. Jacobs, Chairman, Department of Communications, Loyola University, New Orleans

Dr. Paul F. W. Witt, Professor of Education, Michigan State University, East Lansing, Michigan

Dr. Earl Larre, Professor of Psychology, Saint Mary's Dominican College, New Orleans

Dr. Harry A. Johnson, Professor of Education and Director of Learning Resources Center, Virginia State College, Petersburg, Virginia

Dr. Robert E. de Kieffer, Professor of Education and Director Bureau of Audiovisual Instruction, University of Colorado, Boulder, Colorado

Dr. Kenneth Fishell, Professor of Education and Associate Dean, University of Vermont, Burlington, Vermont

Mrs. Jeannet Barnes, Director, Media Center, Delgado College, New Orleans

Mrs. Karen Harris, Assistant Professor of Education, Louisiana State University at New Orleans, New Orleans

APPLICATION FORMS AND DEADLINES

Application forms are available from school principals or directly from Dr. A. K. M. Parikh, Educational Media Center, Dillard University. All completed applications to the Institute must be received by May 10. Accepted applicants will be notified by May 16. Letters of acceptance from the applicants and alternates must be received by May 23, 1972.

DILLARD UNIVERSITY
NEW ORLEANS, LOUISIANA 70122

DIVISION OF EDUCATION

April 27. 1972

Dear principal

Dillard University is offering an In-Service Training Institute for Preparing Educational Media Specialists for Local Schools. The Institute is offered in cooperation with the New Orleans Public Schools, the Catholic Archdiocese of New Orleans, Loyola University of New Orleans, and Educational Technology, Media Specialist Program, Office of Education, under the Educational Professions Development Act, Part D.

The Institute will provide training for twenty teachers who are and/or will be responsible for coordinating media activities in their respective Schools. Intensive training in production, selection, utilizatica and evaluation of instructional media, and in organization and management of media programs at the school level will be given. Each participant will develop and implement a design for a media program for his own school. Besides, training in Instructional Television and Systems Approach will also be given. Full information regarding the Institute is given in the enclosed brochure. PLEASE put this on your notice board.

I request your cooperation in encouraging one or two enthusiastic teachers from your school to apply for the Institute. Selected person will be expected to assume responsibility of organizing and administering the media program in your school during the coming year. This teacher will also receive on-the-job consultation and guidance during the Fall Semester.

Two application forms are enclosed for the use of interested teachers. If you have any questions concerning the Institute, please contact me.

I thank you anticipating your full cooperation.

Sincerely yours,

A. K. M. Parikh, Director
Institute for Preparing Media Specialists
for Local High Schools

Enclosures
/b

APPENDIX C

Letter notifying participants of Selection

Letter regreting non-acceptance

Second letter to the participants.

DILLARD UNIVERSITY

NEW ORLEANS, LOUISIANA 70122

May 12, 1972

INSTITUTE FOR PREPARING MEDIA SPECIALISTS
FOR LOCAL HIGH SCHOOLS

Dear_____

Upon recommendations of the Selection Committee, I am happy to invite you to be one of the twenty persons from high schools in Orleans Parish, to participate in the Media Institute to be conducted at Dillard University.

It is our hope that you will find it both desirable and possible to accept this invitation. Acceptance of this invitation will obligate you to devote your full time to the work of the Institute from 8:30 a. m. until 4:30 p. m. each Monday through Friday for the six week period, and from 8:30 to 12:30 p. m. on Saturdays during the Fall Session. In return for your full participation in the Institute, you will be entitled to receive Stipends of $600.00 for the six weeks in the Summer, and $180.00 for the Fall Session.

If you plan to accept this invitation, you should return the following required forms, which must be completed and received by the Institute director, Dr. A. K. M. Parikh, in an envelope postmarked no later than midnight May 23, 1972.

1. OE FORM 7211 (white form)

2. OE FORM 7213 (green form)

In addition, you should give FORM 7212, (blue form) and self-addressed envelope to your principal, requesting him to complete it and mail it at his earliest convenience. Unless the above instructions are followed precisely, your name will be dropped as an enrollee on May 27 and a replacement will be made from the waiting list of alternate candidates.

We shall expect to see you on Monday, June 5, 1972, at 8:30 a. m. in Room 224 in Rosenwald Hall at Dillard University. You have our best wishes for the completion of a successful school year. We look forward to a cooperative experience in professional growth in educational media during the approaching summer.

Sincerely yours,

A. K. M. Parikh, Director
Media Specialists Institute

Enclosures - 3 Forms

DILLARD UNIVERSITY
NEW ORLEANS, LOUISIANA 70122

INSTITUTE FOR PREPARING MEDIA SPECIALISTS
FOR LOCAL HIGH SCHOOLS

May 12, 1972

Dear _____

I regret to inform you that the Selection Committee could not accept your application to participate in the Media Institute to be conducted by Dillard University.

Please understand that the rejection does not reflect upon your qualifications to be a participant, but only twenty out of ____ applications received could be selected.

Looking at the interest of many teachers and the great need of our schools, we shall try to obtain a Grant for a similar Institute next year. At that time, we hope we will be able to accomodate persons who could not participate this year.

Meanwhile, we hope you continue whatever you can to further your professional growth in educational media.

Sincerely,

A. K. M. Parikh
Director
Media Specialist Institute

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DILLARD UNIVERSITY

NEW ORLEANS, LOUISIANA 70122

INSTITUTE FOR PREPARING MEDIA SPECIALISTS
FOR LOCAL HIGH SCHOOLS

May 24, 1972

Dear Participant:

With this letter I welcome you to the Media Institute. Miss Margret Hymel, associate director of the Institute, Dr. Gary Rosecrans and I are busy planning meaningful experiences for you.

By this time, there are surely some questions you wish answered. The following information may answer some:

1. If you wish to receive graduate credit for your work at the Institute, you must register for two courses:
   Education 463 - Audio Visual Aids . . . (3 hours credit)
   Education 417 - Practicuum in Media Utilization (3 hours credit)
   There are no tuition fees. Application fees, health fees, etc., will be paid by the Institute on your behalf. All you need to do is to complete the enclosed forms and return them to me as soon as possible. These credits can be applied to Master's degree program. Those who are working toward a degree are exempt from paying income tax on the stipend received. More information on taxes will be given at a later date.

2. Institute classes will meet on the second and third floors of Rosenwald Hall, the first building on your right as you enter the main gate of Dillard University.

3. Stipend payments due participants, for the summer session, will be paid in three parts: June 16, June 30, and July 14 - the 2nd, 4th, and the 6th weeks of the Institute. From these funds, participants are expected to bear all personal expenses such as meals, textbooks, supplies and expenses on fieldtrips.

4. Attendance at all sessions is imperative. The Office of Education regulations require that funds must be withheld for unexcused or unwarranted absences. Therefore, all participants are requested to "sign in" personally, before the morning and afternoon sessions.

5. So that participants may get to know each other well, have an opportunity to visit with staff and consultants, and time for sharing of ideas and experiences, they are expected to lunch together, in a special dining room on the college campus. Coffee will be provided during the morning break period. A Gala dinner will bring the summer session of the Institute to a close. Because special arrangements have been made with the College cafeteria for these services, they will cost us only $30.00. You will be expected to pay this amount from the first stipend. Participants will pay individually for lunch and coffee during the week at Loyola University.

6. The following textbooks are required:
Davidson, Raymond L. Audiovisual Machines, (2nd edition) International Textbook Company, Scranton, Pa. 1969.

Kemp, Jerrold E., Planning and Producing Audiovisual Materials, (second edition), Chandler Publishing Company, Scranton, Pa. 1968.
The textbooks will be available at the college bookstore.

7. Participants are expected to provide those materials and supplies which are used by them and become their personal property at the end of the Institute. These if bought in bulk, would reduce the cost considerably. Therefore, you are requested to pay the sum of $20.00 for the materials and supplies. This sum should be paid from the second stipend.

8. You will be making transparencies, slides, ditto masters, etc. You will also mount and laminate pictures. Please come prepared with a lot of pictures that can be used in the classroom; also come with some ideas for transparencies and bulletin boards. If you bring tearsheets instead of magazines, do not trim the pictures, tear the whole sheet.

9. Each participant is expected to bring an inventory of audiovisual equipment and materials now located at his/her school. This should include a breakdown of motion picture projectors, record players, tape recorders, etc., and such materials as films, filmstrips, recordings, study prints, etc., which are permanently located at the school. You should also bring along with you floor plans of your building, showing storage of equipment and materials, classroom, your classroom or office, main entrance etc. This is very important because you will need these information for your major project.

10. If, at the last minute a participant discovers that he or she will be unable to attend the Media Institute, please telephone withdrawal. Call 944-8751 extension 279. There are still many alternates waiting to be considered for the first withdrawal.

Please read this letter carefully and keep it for future reference.

We look forward to having you on our campus during this summer.

Sincerely,

A. K. M. Parikh
Director

Enclosure

APPENDIX D

Participants objectives

Activities expected of the Participants

MEDIA INSTITUTE, NEW ORLEANS, 1972

PARTICIPANTS' OBJECTIVES
(What will I get out of the Institute?)

At the end of the Session, I will be able to:

1. Operate the following kinds of audiovisual equipment:

   A. 16mm motion picture projector-within three minutes after having been given a Film I should have an acceptable picture and sound, including prefocusing, focusing, and framing. Within one minute, I should initiate rewinding correctly. Machines include:
   Kodak 126 TR
   Bell and Howell "500" series - manual
   Bell and Howell - autoload

   B. 35mm Filmstrip projectors - I should be able to set up, thread, focus and frame the projector within two minutes. I should operate the remote controller in both, forward and reverse. I should be able to rewind the filmstrip and put it in the container without handling the frames or cinching the filmstrip. The machines include: Viewlex, Bell and Howell, and School Master.

   C. Carousel projector - so that slides appear right side up and are not mirror images. The tray can be loaded on the projector, and the machines can be focused. The remote controller can be used to go forward or backward. The selection button can be utilized correctly.

   D. The Wallensak tape recorder can be operated in "play," "record" and "PA." I shall be able to adjust correctly the playback speed to the recorded speed, given a selection to record, rewind to the correct starting point, and playback the selection,

2. I should be able to produce instructional materials to meet specified standards. These will include:

Lettering	Audio tape	2 x 2 Slides
Rubber Cement Mount	Lamination	
Dry Tissue Mount	Fotoflat cut-out	
Transparencies by lifting.	Hand-made transparencies	

3. I should be able to correctly answer objective test items about the following areas:

   A. knowledge of production techniques for teacher-made materials.

   B. operation of audiovisual equipment, care of software, and routine maintenance of the equipment.

   C. projection techniques for best media presentations.

   D. the definitions for media and aids.

4. I should be able to define these terms correctly.

   teaching aids
   instructional games
   audiovisual materials
   hardware
   software
   educational media
   self instruction devices
   "nuts and bolts".
   simulation.

5. I should be able to describe these concepts correctly

   A. audio visual movement
   B. instructional technology
   C. instructional systems

   stating historical examples of each concept.

6. I should be able to describe communications theory and design a model explaining all elements necessary for one-way and two-way communications. Communications theory can be related to instruction. The elements can be recalled in multiple-choice questions.

7. I should be able to explain the major tenets of Marshall Mcluhan's theories about media and define terms used in his theories. The terms can be recalled in multiple-choice questions.

8. I should be able to recall the operations for the teacher-made materials in multiple choice questions.

9. I should be able to state the purpose of bulletin boards and list steps involved in preparing a bulletin board display.

10. I should be able to list five techniques for effective use of the chalkboard.

11. I should be able to operate the following pieces of equipment, including set up, use, and break down:

    A. overhead projector
    B. opaque projector
    C. record player
    D. infra-red copier
    E. television camera and video tape recorder
    F. instamatic camera

    The operation, utilization, and maintenance of this equipment can be recalled in multiple-choice questions.

12. I should be able to correct routine problems in the above equipment including lamp replacement, aperture cleaning, and film breakage routines. These operations can be recalled in multiple-choice questions.

13. I should be able to select, order, and evaluate educational media. Factors relating to selection, ordering, and evaluating can be recalled in multiple-choice questions.

14. I should be able to explain sound and recall the following terms in multiple-choice questions:

    A. optical sound
    B. magnetic sound
    C. harmonics
    D. sterephonic sound
    E. high fidelity

15. I should be able to describe motion picture film types and recall each type in multiple-choice questions.

16. I should be able to list and explain the types of television instruction and recall these types in multiple-choice questions. Evaluate the use of television.

17. I should be able to correctly answer objective test items about the following areas:
    A. Knowledge of production techniques for teacher-made materials.
    B. Operation of audiovisual equipment, care of software, and routine maintenance of the equipment.
    C. Projection techniques for best media presentations.
    D. The definitions for media and aids.

18. I should have developed a design for a media program for my school.

ACTIVITIES EXPECTED OF THE PARTICIPANTS

1. Use systematic approaches to instructional design.

   Plan a classroom unit of approximately three weeks duration.

   State behavioral objectives

   Select or produce material to be used. Media selection should include several of the following:

   teacher-made slides (2 x 2 or 10 x 10)

   tape presentation, flat pictures, a bulletin board lay-out,

   list of two or three possible film titles with brief synopsis and evaluation.

2. Produce the following:

   Rubber Cement Mount

   Dry Mount

   Transpara film and contact paper lift

   Sealmin lamination

   Fotoflat cut-out

   Hand made transparencies

   Lettering

   2 x 2 Slides

3. Select, order, and preview 10 films in at least three subject areas other than your own. Evaluate according to provided criteria. Annotated briefly on 3 x 5 cards.
4. Select, order, preview and evaluate three films in your own field.

5. Develop a design for a media program in your own school, specifically one that you can put into operation in September.

Include a design for inventory, storage, circulation, operation and maintenance of equipment, design for selection, requesting for circulation and retrieval of materials owned by the school, ordered from the Central office or from other film libraries; design for in-service instruction of teachers in the school.

Develop projected plans, with the principal, for bringing equipment up to standards as outlined in curriculum Bulletin #42 and #61 Maps and Globes and Guidelines for selection of equipment.

6. A. View and/or listen to, and report, on 3 x 5 cards, no fewer than five pieces of non-print material made available to you. Be brief

B. Read and report, on 3 x 5 cards, 5 articles from professional periodicals or books dealing with media..

APPENDIX E

CONSULTANTS AND LECTURERS

Resident Staff

Mrs. Jeanette Barnes, director, Media Center at Delgado Junior College, spent one day with the participants instructing them in photography.

Mr. Roy Breznik, director, Bossier Parish Media Center gave an illustrated talk on individualized instruction in Appolo School and on a system-wide media center.

Dr. Robert de Kieffer, Professor of Education and Director of the Bureau of Audiovisual Instruction at the University of Colorado - Boulder, Colorado, served as a consultant for one day, when he, through a multi-screen presentation, talked about planning a media program in one's school. He also worked with individual participant assisting him or her with specific problems.

Dr. Kenneth N. Fishell, Associate dean of College of Education University of Vermont, made a presentation on "Individualizing Instruction." In the afternoon he worked with the participants individually.

Mr. Clarence Fogelstrom gave a talk on "Educational Technology and Federal Government."

Mrs. Karen Harris, Assistant Professor of Library Science at Louisiana State University in New Orleans was a guest lecturer, who demonstrated how non-print media can be integrated successfully with print media.

Dr. Cade T. Gervais, Associate Director of Audio-Visual Services, Fulton County, Altanta, Georgia gave an illustrated talk about media facilities and services.

Mr. Allen R. Jacob, Chairman, Department of Communications, Loyola University, New Orleans, served as a part-time instructor for one week. He worked with the participants assisting them in gaining skills and information in television production.

Dr. Harry A. Johnson, Professor of Education and Director, Learning Resources Center, Virginia State College, Petersburg, Virginia, served as a consultant on June 12, 1972. Dr. Johnson gave an illustrated talk on "Disadvantaged Youth and Media." In the afternoon, he consulted with Dr. Parikh and Miss Hymel on administrative procedures involved in running a media institute.

Dr. Gaylen Kelley, Director, Educational Media Center, University of Boston gave a slide presentation on media facilities.

Dr. Earl Larre', Chairman, Department of Psychology Saint Mary's Dominican College, New Orleans worked with the group in the mornings of June 7 and 8th. The topic of his presentation was "Learning Theories and Media."

Dr. Violet King Richards, Chairman, Division of Education, Dillard University, addressed the participants on the first day and expressed satisfaction at the new venture in teacher training.

Dr. Malcolm F. Rosenberg, Assistant Superintendent for Instruction, New Orleans Public Schools, gave a talk on "Creative Teaching."

Mr. Charles Saint Louis, Director, Instructional Media Center Mona Shore High School, gave a lecture-presentation on the media program in his school.

Dr. Mack J. Spears, Professor of Education, Dillard University and President, Orleans Parish School Board, inaugurated the Institute on June 5, 1972. He addressed the participants on the importance of media in instruction.

Dr. Paul W. F. Witt, Head, Instructional Development Division, Instructional Media Center, Michigan State University, East Lansing, Michigan, served as a visiting lecturer. He made presentation and conducted workshop on "Systems Approach to Instruction." The participants constructed behavioral objectives under his guidance and later prepared a teaching unit using the systems approach.

RESIDENT STAFF

1. Dr. Arvind Kumar M. Parikh, Associate Professor of Education and Director, Education Media Center at Dillard University, is the Director of the Institute. Dr. Parikh did his undergraduate work at Bombay University in India. He received his Master's degree in Secondary School Administration from Indiana State University (1955) and his Doctorate in Education from Indiana University. (1958). He is also a founder member and president of the Metropolitan Educational Media Organization, New Orleans.

2. Miss Margret Hymel, Supervisor of the Audiovisual Section of the New Orleans Public School System, is the Associate Director of the Institute. Her undergraduate work was done at Newcomb College. She has a Master's degree from Louisiana State University, and has done advance graduate work at the Universities of Michigan, North Carolina, Indiana, Colorado and Syracuse. She also studied at the University of Leeds in England.

3. Dr. Gary W. Rosecrans, Associate Professor of Education and Director of the Bureau of Teaching Materials at Longwood College, Farmville, Virginia, is the full time instructor at the Institute. He received his B. A. degree from Wichita State University and his Master's and Doctor's degree from University of Virginia.

APPENDIX F

Publicity Material

Superintendent's BULLETIN

NEW ORLEANS PUBLIC SCHOOLS

VOL. XIX, NO. 33 April 14, 1972

CORRECTION OF ERROR IN APRIL 7 BULLETIN

Due to a typographical error in the April 7 SUPERINTENDENT'S BULLETIN the closing instructions for elementary schools indicated that most of the students would remain home on May 31 and June 1. However, in the paragraph following the two dates, by mis[illegible]ay 30 was listed. The correct dates for those childr[illegible]e who are not in school for special purpos[illegible] All children are to attend all d[illegible] textbooks.

INFORMATION

DILLARD UNIVERSITY ANTICIPATES MEDIA INSTITUTE DURING SUMMER SESSION. APPLICATIONS INVITED.

Dillard University anticipates offering an In-Service Training Institute for preparing Educational Media Specialists for local schools. The Institute is offered in cooperation with the New Orleans Public Schools, the Catholic Archdiocese of New Orleans, Loyola University of New Orleans, and the Bureau of Libraries and Educational Technologies, Office of Education, under the Educational Professions Development Act.

The Institute will provide training for twenty teachers who are or will be responsible for coordinating media activities in their respective schools. Intensive training in production, selection, utilization and evaluation of instructional media, and in organization and management of media programs at the school level will be given. Each participant will develop and implement a design for a media program for his own school. Besides, training in Instructional Television and Systems Approach will also be given.

The Institute will run from June 5, 1972 through July 14, and on Saturdays from August 19, 1972 through December 16, 1972. Stipends up to $700.00 will be given to each participant who attends both the sessions. There will be no dependence allowance.

Full information regarding the Institute will be sent to all principals of junior and senior high schools. Teachers interested in applying for admission to the Program should contact their principal or call on Dr. A. K. M. Parikh at Dillard University (944-8751 Extension 279).

C[illegible] FO[illegible]ON OF ST[illegible]ING SHEETS AND PROBATIONARY TEACHER PROGRESS REPORTS

[illegible] the Closing of School Instructions, the staffing sheets were listed as due in the office of the District Superintendents on April 7, 1972 and the Probationary Teacher Progress Reports on April 14.

In view of the fact that all attendance districts and school

newsletter

VOL. V. NO. 18 ARCHDIOCESE OF NEW ORLEANS - OFFICE OF EDUCATION 13 APRIL 1972

AID TO NONPUBLIC SCHOOLS

The Panel on Nonpublic Education, a subcommittee of the President's Commissio- Finance, made public a summary of its report which will be publish

An income tax credit plan, an idea endorsed b
last November, is one of the key rec
the summary, the panel ha
credit per child

MEDIA INSTITUTE

Dillard University anticipates offering an In-Service Training Institute for preparing Educational Media Specialists for local schools. The Institute is offered in cooperation with the New Orleans Public Schools, the Catholic Archdiocese of New Orleans, Loyola University of New Orleans, and the Bureau of Libraries and Educational Technologies, Office of Education, under the Educational Professions Development Act.

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CONTRIBUTIONS

Spec ...ttings by high school students have been announced by the Deep Soutt ...ference. Cash prizes will be awarded for the best student poems, essay..., and feature articles. Write for the conference rules to Deep South Writers' and Artists' Conference, Inc., LSUNO, Lakefront, New Orleans, Louisiana 70122. Deadline for entries is May 1, 1972.

MEDIA INSTITUTE

Dillard University anticipates offering an In-Service Training Institute for preparing Educational Media Specialists for local schools. The Institute is offered in cooperation with the New Orleans Public Schools, the Catholic Archdiocese of New Orleans, Loyola University of New Orleans, and the Bureau of Libraries and Educational Technologies,

(Over)

Audio-Visual Training Set

An institute which will train local junior and senior high school teachers as audio-visual media specialists will be conducted by Dillard University this summer and fall, the result of a $45,000 grant from the U.S. Department of Health, Education and Welfare.

"Instructional improvement projects in New Orleans have demonstrated that learning opportunities for the disadvantaged can be greatly improved through more effective and innovative use of educational media," says Dr. Arvind Kumar M. Parikh, associate professor of education at Dillard, who will direct the institute.

Published in the Times-Picayune

New Orleans, May 8, 1972

APPENDIX G

Letters of Appreciation

DILLARD UNIVERSITY
NEW ORLEANS, LOUISIANA 70122

FFICE OF THE PRESIDENT

July 28, 1972

Dr. Arvind K.M. Parikh
Dillard University
New Orleans, Louisiana

Dear Doctor Parikh:

I am very sorry that I had to miss the final occasion of the Media Institute, but I want you to know that from the comments that we have received, the institute was well conducted and greatly appreciated by the participants. Please accept my warm congratulations and deep appreciation for the contribution that the institute has made and that your work in this field continues to make to the University and to the community of educators.

Sincerely yours,

Broadus N. Butler
President

BNB:db

NEW ORLEANS PUBLIC SCHOOLS

GENE GEISERT, SUPERINTENDENT

Division of
Instruction

September 18, 1972

Dr. Arvind K. M. Parikh, Director
Media Specialists Institute
Dillard University
1601 Gentilly Boulevard
New Orleans, Louisiana 70122

Dear Dr. Parikh:

I am pleased to learn that you are applying for a refunding of the Media Specialists Institute for next summer, since I was most impressed with the work I saw being done in the 1972 Institute. I am confident that the New Orleans School System has been considerably enriched because of the training received by the participants in this Institute.

You may be assured of the continued cooperation of this school system and of whatever assistance we may give in making the 1973 Institute equally successful.

Sincerely,

M. F. Rosenberg, Jr.
Assistant Superintendent
for Instruction

MFR,Jr.
vb